

School Activities



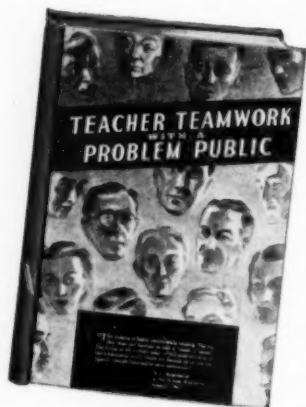
Brass Ensemble—Alfred Vail Junior High School, Morris Plains, N.J.



Scene from "Hans Brinker or the Silver Skates"—Junior High School, Lawrence, Kans.

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As the Editor Sees It



"Basketball Fixers Put One Loop Out of Business, Now Threaten Eastern League," runs a recent newspaper headline over an article by NEA Sports Editor Harry Grayson. You may recall that this League disbanded because Jersey City and Elmira withdrew after insisting on using some of the scandal-tainted players.

To the sob-sister who complains, "The boys made a mistake. Do they have to go on paying for it the rest of their lives?" Gayle Talbot very convincingly says, "Not necessarily. A man who takes samples from a bank and serves his time can find a job when he gets out, but they don't put him in the teller's cage again." You cannot play with mud without getting dirty.

We hope that the colleges which have enrolled the "Cadet Cheaters" for football purposes will change their minds. Or if they do play them that they will not prattle about the character-building values of the game. You cannot play with mud without getting dirty.

In many high schools there is a student columnist who reports items to the local community paper. Very often these "news" items are silly personals and cheap humor or amateurish attempts to rival well-known columnists' discussions of national and international affairs which represents neither good use of newspaper space nor good school publicity.

The Plainfield (New Jersey) High School News Bureau does it much more sensibly and profitably. About 35 journalistically minded students, under a competent faculty sponsor, compose this Bureau. Its activities? Last year it was responsible for the publication of some 400 news articles and 50 pictures, every one of which represented important, live, timely, and dignified, and therefore, valuable, school news. Congratulations, Plainfield News Bureau!

Our disappointing answer to the frequently-asked question, "Will you describe the ideal student council?" runs something like this:—"The ideal student council is one which functionally fits the local setting."

An ideal pair of pants must be built on the

established principles of two legs, open at the top and bottom, suitable belt loops, button or zipper fly, pockets, represent good material and workmanship, etc.—AND must fit the wearer.

Similarly, the ideal student council must be built upon the established principles of sound external and internal organization—AND must fit the school.

Closely copying the student council of another school, without intelligent local adaptation, is as senseless as a similar imitation of the pants of another individual.

We cannot over-emphasize this point. There is entirely too much slavish imitation in educational affairs, both curricular and extracurricular.

"A Sane Christmas Program" is as reasonable as "A Sane Fourth of July." A lighted-candles-filmy-costumes combination violates all principles of safety and sanity.

The recent report of a committee of the Pennsylvania Supervising Principals Association shows that 26% of the board members, 45% of the teachers, and 60% of the coaches favored the no-admission fee policy at interscholastic games—that school funds should entirely finance athletics. The apparent implication is that more than twice as many board members as coaches think of athletics in terms of financial income; which is another way of saying that more than twice as many coaches as board members are interested in athletics from an educational angle. An amazing thing about the survey is that the teachers slightly favored the financial side.

Increasingly, teachers are realizing that very often school clothing is a cause of serious mental and emotional disturbances. Probably, especially in the case of the new pupil, his clothing helps to make him acceptable, or the opposite, quite as much as his behavior. Here is a very appropriate orientation topic for all new pupils, as well as for P-TA and similar groups.

And, of course, a MC and a HNY.

School Activities

Data obtained from twenty-seven California Bay Area Secondary Schools reveals valuable information regarding various available activities.

A Survey of Extraclass Activities

A SCHOOL ACTIVITIES SURVEY was conducted during the summer of 1952 at San Francisco State College. The purpose of the study was to obtain a general understanding of the extraclass activities programs of Bay Area high schools. The survey was conducted by members of a class in the administration of high school activities. The schools covered by the survey were located in metropolitan, suburban, and rural areas, as well as small cities, all within a radius of one hundred miles from San Francisco. The types of schools surveyed were junior high schools, three year high schools, four year high schools, and high schools on the six-four-four plan.

Forty-two secondary school teachers reported for the twenty-seven secondary schools covered in this report with the following student-teacher populations:

Junior High Schools	Students	Teachers
1. Sunnyvale School, Sunnyvale, Calif.	380	14
2. Prescott Junior High School, Oakland, Calif.	800	35
3. Longfellow Junior High School, Richmond, Calif.	935	45
4. Marina Junior High School, San Francisco, Calif.	1000	45
5. James Lick Junior High School, San Francisco, Calif.	1100	50
6. Horace Mann Junior High School, San Francisco, Calif.	1100	55
7. Roosevelt Junior High School, Richmond, Calif.	1300	60
8. Presidio Junior High School, San Francisco, Calif.	1400	60

ELLSWORTH TOMPKINS
U. S. Office of Education
Washington 25, D. C.

9. Portola Junior High School, El Cerrito, Calif.	1500	64
10. Everett Junior High School, San Francisco, Calif.	1500	68
11. Harry Ells Junior High School, Richmond, Calif.	1502	66
12. James Denman Junior High School, San Francisco, Calif.	1575	75
13. Aptos Junior High School, San Francisco, Calif.	1620	69

Three Year High Schools

1. Mission High School, San Francisco, Calif.	1900	85
2. George Washington High School, San Francisco, Calif.	2000	90
3. Berkeley High School, Berkeley, Calif.	2200	96
4. Richmond Union High School, Richmond, Calif.	3000	140

Four Year High Schools

1. Middletown High School, Middletown, Calif.	43	5
2. Geyserville Union High School, Geyserville, Calif.	60	7
3. Analay Union High School, Sebastopol, Calif.	700	40
4. Sir Francis Drake High School, San Anselmo, Calif.	900	35
5. Tamalpais High School, Mill Valley, Calif.	900	41
6. Jefferson Union High School, Daly City, Calif.	1050	44
7. Acalan High School, Lafayette, Calif.	1250	65
8. Menlo-Atherton High School, Atherton, Calif.	1400	58

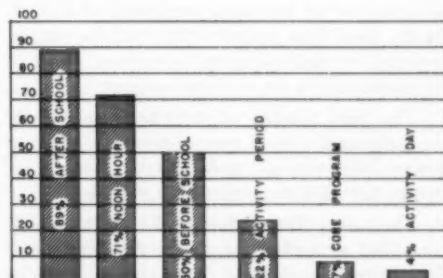
Six-Four-Four High Schools

1. Edison High School, Stockton, Calif.	1600	69
2. Napa Union High School, Napa, Calif.	1800	55

Our Cover

The upper picture shows a group of students who composed the Brass Ensemble at the Alfred Vail Junior High School, Morris Township, Morris Plains, New Jersey. This robed ensemble, one of the groups organized in the instrumental music department of the school, entertained at the annual Christmas program.

The lower picture is one of the scenes, including cast, of the play, Hans Brinker or the Silver Skates. The play was presented by the Speech and Drama Department of the Lawrence, Kansas, Junior High School. Mrs. Deal Six and Mrs. John Mansfield were the directors. Two casts presented the play for a total of four performances. The play was sponsored by the P.-T. A. as a fund making project.



The place of ECA in the school schedule varied as to the time held. Chart 1 reports the time of activities on a percentage basis.

Most schools reported more than one interval of time during the day in which their ECA took place.

With regard to the types of activities, all the schools in the survey reported a student council, some form of student government, athletics, and athletic organizations in their schools. Eighty-two percent (82%) of the schools reported special interest clubs, publications, and organizations associated with community organizations as part of their ECA programs. Seventy-nine percent (79%) of the schools included musical organizations in their ECA program, and sixty-four percent (64%) reported speech and dramatics among their ECA offerings.

Eligibility rules for membership varied with the type of activity. Student interest and grade level were the chief factors reported as limiting membership in music, speech, and dramatic organizations. Student interest and sex of student served to determine membership in special interest clubs in the majority of schools. Grade level and scholarship limited membership in athletics and athletic organizations, student government, publications, and student council in the majority of schools with sex of student also an important consideration in athletics and athletic organizations. Membership in organizations associated with community organizations was limited by both grade level and sex.

In forty-six percent (46%) of the schools reporting, eligibility requirements for membership in ECA were set up by school officials or individual organizations. In twenty-five percent (25%) of the schools requirements were set up solely by the school. Another twenty-five percent (25%) stated that requirements were set up solely by the individual organizations and officials. Only four percent (4%) of the schools reported a student-faculty committee working co-operatively to set up requirements.

The total number of activities reported by the individual schools ranged from six to sixty. Senior high schools tended to have more activities than did the junior high schools.

The survey showed further that ECA are still controlled to a great degree by the administration. In ten schools (36%) the principal or vice

principal administered the activity program. In seven schools (25%) the ECA program was administered by a principal-faculty committee. This means that in sixty-one percent (61%) of the schools reporting, the administration had complete or partial control of the ECA program in that particular school. In the remainder of the schools, the ECA program was administered by faculty members.

It was found that faculty sponsorship of clubs was determined in forty-six percent (46%) of the schools by the principal. In thirty-three percent (33%) of the schools, it was reported that the administrator appointed the activity sponsor with consideration given to the interest and ability of the teacher, whereas, in forty-six percent (46%) of the cases, the sponsor was appointed by the principal regardless of interest or ability. Only seven percent (7%) of the schools reported that their students choose their activity sponsors directly. In ten percent (10%) of the schools the activity sponsors were determined solely by the special interest of the teacher. The remaining four percent (4%) reported that the activity sponsor was determined by student selection together with the special interest of the teacher.

General dissatisfaction with seventy-nine percent (79%) of the teachers toward the distribution of activity sponsorship duties in their own schools was brought out by this survey. Only eighteen percent (18%) of the teachers reporting thought that their schools had an even or fair distribution of sponsorship duties. The remaining three percent (3%), however, thought that their schools were beginning to move toward a more favorable situation.

Extra pay for the sponsorship of ECA was reported in fifty percent (50%) of the schools. Athletics was the chief activity for which extra pay was given, along with publications and drama which were reported by twenty-nine percent (29%) of the schools as extra pay activities.

Of the schools which do not give extra pay, seventy-nine percent (79%) provide released time for the sponsorship of activities. The main activities for which released time is given are the student council, athletics, drama, and publications. The student body fund, it was reported, financed the ECA program in eighty-nine per-

cent (89%) of the schools surveyed. In twenty-five percent (25%) of the schools, the district financed the program, and in twenty-one percent (21%) of the schools the program was financed by club dues.

Student interest inventory determined the ECA program in fifty-four percent (54%) of the schools. The traditional school pattern was the chief determinant in twenty-nine percent (29%) of the schools. Ten percent (10%) reported that their program was determined both by student interest inventory and the traditional school pattern and teacher choice.

Scholastic credit toward graduation was given in only thirty-nine percent (39%) of the schools reporting.

Only forty-three percent (43%) of the schools in the survey recorded ECA on the permanent record of their students.

In twenty-nine percent (29%) of the schools reporting there was a limitation made as to the number of activities in which a student could participate.

The average number of students participating in at least one activity of the ECA program was sixty-two percent (62%). The survey pointed to a higher percentage of participation in the smaller schools. Two very small rural high

schools with an enrollment of less than 75 students reported one hundred percent (100%) student participation in ECA.

The factors limiting the scope of the activity program of the school were divided among the following: transportation, student time, facilities, and class schedule. Transportation was the limiting factor in the majority of schools.

In the main, evaluation of the ECA program was carried out by either the teachers or the principal. This was the case in sixty-four percent (64%) of the schools surveyed. Twenty-two percent (22%) of the schools showed some form of student-teacher evaluation. In fourteen percent (14%) of the schools reporting there appears to be a complete lack of evaluation.

Slightly over fifty percent (50%) of the teachers reporting regard the attitude of their faculty toward their school's ECA program as good. Approximately thirty-five percent (35%) of the teachers rated the attitude of their faculty toward ECA as poor or indifferent. The remaining fifteen percent (15%) felt that the attitudes of their faculties toward ECA ranged from weak to fair.

Editor's Note: This survey was made as a class project in a graduate education class under the guidance of Dr. Ellsworth Tompkins. Lesly Meyer was chairman of the group with Alma Morosoli acting as recorder. Other committee members were Cliff Gray and Bob Lustenberger.

The value of student councils to their respective schools should be accentuated through attendance and participation in well organized workshops.

Rutgers Workshop for Student Council Sponsors

ON OCTOBER 24, 1952, the School of Education of Rutgers University sponsored a workshop for student council sponsors. More than eighty sponsors and principals attended the day's sessions on the campus of the State University of New Jersey.

A workshop was organized because sponsors never seemed to have time at other meetings to discuss their many problems. For many years the New Jersey Association of High School Councils had scheduled a sponsors' meeting as part of the November conference. However, routine business often monopolized the scheduled time and sponsors liked to observe student

WILLIAM S. STERNER
Rutgers University
New Brunswick, New Jersey

meetings. More than 1500 students attend the conference. For at least two years, programs were arranged for sponsors as part of the May Secondary-School Conference on Rutgers campus, but attendance was small. The sponsors' meeting was scheduled at the same hour as sessions devoted to the problems of teachers in the several subject fields. Two years ago the sponsors organized a state association.

Other workshops on student councils have

been reported as very successful undertakings. The University of Georgia sponsored the first student council workshop in September, 1947. With financial assistance from the Palmer Foundation, the Arkansas Association of Student Councils held workshops at Conway, Arkansas, during the summers of 1950, 1951, and 1952. Each was a five-day affair attended by sponsors, principals, and students. (The first workshop in 1949 was financed entirely by the 24 teachers who attended it.) The Texas Association of Student Councils held workshops in 1951 at Denton, (North Texas State College) and in 1952 at Lubbock (Texas Technical College). Supported in part by the Hogg Foundation, the Texas workshop held also for five days, was open to advisers, administrators, as well as students. Last summer, a workshop was scheduled for Norris City, Illinois. On October 31, 1952, Temple University held a conference for student-council advisers.

In planning for the Rutgers workshop, a questionnaire was sent in the spring of 1952 to student council sponsors. Respondents seemed to prefer a Friday in October for the workshops. Furthermore, the sessions were restricted to adults because the November conferences of the state association of student councils draw large crowds (1500 or more persons) even when attendance is limited to pupils who have made reservations in advance.

Six resource persons were invited to help the writer who served also as coordinator of the workshop. Mrs. Katherine de Nazario is student council sponsor at Dumont High School; last June she chaperoned the New Jersey student delegation to the Evanston, Illinois, conference of the National Association of Student Councils. Mr. Warren Held is vice principal of Plainfield High School where he formerly was student council sponsor. Mr. Held is now chairman of the standing committee on student councils for the state association of secondary-school principals. Mr. Justin Hess is principal of Pleasantville High School; formerly he was student council adviser in the Senior High School, Atlantic City. Mrs. Freda Marden is executive secretary of the New Jersey Association of High School Councils; for a number of years she was council adviser in the Senior High School, New Brunswick. Mr. David Schlesinger is president of the state association of student council

sponsors; he is presently the adviser in Atlantic City High School. Mr. William H. Warner is assistant in secondary education, State Department of Education; he helped to organize the student council in Westfield. (All cities named in this paragraph are located in New Jersey.)

The one-day workshop was opened by Dean J. Donald Neill of the School of Education of Rutgers University. Dr. Sterner outlined the program for the day. After these brief preliminaries, the sponsors and principals divided into three workshop groups chaired by Messrs. Held, Hess, and Warner.

It was decided that the morning workshop session for each group should be devoted to consideration of problems such as planning meetings, scheduling meetings, time allotted to sponsors' duties, sources of income, and faculty co-operation. The afternoon workshop session was devoted to worthwhile projects for consideration of local councils. In lieu of a general session at the end of the day, the participants voted to evaluate the affair in their separate groups. It was suggested that minutes of the discussions be sent to sponsors.

The participants were unanimously in favor of making the Rutgers Workshops on student council an annual affair. Most persons who filled out the evaluation forms voted to limit the workshop to one day in the early fall, preferably October. Participants were generous in their praise of the informal discussions, the frankness of expression, and the free exchange of ideas.

Articles on student council workshops:

1. Dixon, Fred B. "Student Council Workshop" *SCHOOL ACTIVITIES*, January, 1948, pp. 149-150. (Reports the first student-council workshop at the University of Georgia.)
2. Ellis, G. C. and Wood, Donald I. 1952 *STUDENT COUNCIL YEARBOOK*, National Association of Student Councils, pp. 67-68. (The respective directors of the Arkansas and Texas workshops outline administrative problems of running a student-council workshop.)
3. Harrod, Margie "Arkansas Workshop Rescues Straying Student Councils" *CLEARING HOUSE*, March, 1951, pp. 422-423.
4. Harrod, Margie, "Council Workshop" *STUDENT LIFE* December, 1950, pp. 21 and 31. (About the Arkansas workshop.)
5. Wood, Donald I. "Leaders Are Made" *NEA JOURNAL* November, 1951, p. 580. (By the coordinator of the Texas workshop.)
6. Wood, Donald I. "Why a Student Council Workshop" *SCHOOL ACTIVITIES* November, 1951, pp. 85-87.

Philately is an important and interesting medium in which recognition of outstanding characters and promotion of scholarly achievement are stressed.

Alfred Nobel --- A Project in Scholarship

IT IS TRADITIONAL in the schools, inasmuch as the minds of the children are filled with thoughts of Christmas, that the month of December be devoted to projects suitable to the season. Christmas is the time during which the spirit of "Peace on Earth" prevails, and it is particularly fitting in these anxious times that this thought be stressed.

Around the middle of December each year one of the highest honors and most tangible of scholastic rewards is bestowed upon five people, namely, the Nobel Prize. Of the five awards, the best known is the Peace Prize, a topic which will give a practical demonstration of the season's spirit at work.

A project on the Nobel Prize is an excellent undertaking especially for a class which expects to graduate in January. Through a study of the careers and achievements of the winners the students may learn to what heights scholarship may lead. They may understand how much consistent, sustained effort must be applied, and to what extent and with what singleness of purpose one must be dedicated to an art or science or trade in order to extract the greatest degree of satisfaction and to achieve the highest recognition. Nobel Prizes are a reward for achievement and not mere scholarships to aid students who are still struggling toward a nebulous goal which they may never attain.

It may lead some of the students to regard their imminent high school careers as something more than a mere opportunity to become fraternity or team members, or as a stepping stone to the same goal in college. It may awaken in some the realization that graduation from school is not the end, but the beginning of real education and achievement. These aims, in addition to the customary ones of encouraging the children to cooperate in a project, and guiding them through a definite piece of work, with all its incidental educational values, will make the undertaking worthwhile. The theme of the project might well be the stanza from Longfellow's "Psalm of Life" (the old eighth-grade favorite)

THEODORA KOCH
150 Nassau Street
New York, New York

which reminds us that "Lives of great men, etc., etc."

There are innumerable approaches to such a project, but the one suggested here makes several appeals to the child aside from the ordinary predominant desire for a good grade. Every child likes to collect something, and stamp collecting offers rich educational possibilities.

The use of United States commemorative postage stamps has been successfully used as an aid in the teaching of history, geography, and other subjects. Now we step into the international field to show the child what a broad scope of subjects a stamp collection may cover. Each nation tries to show on its postage stamps, which go to all parts of the world, wherever a letter may be delivered, something important about itself—scenes from its history, portraits of its rulers or famous people, something of its customs or products, all of which leave an impression on the mind of the child as to what the nation really is like.

The stamps shown here are common and usually a part of every modern general collection. Possibly the teacher may have these, or other stamps on the same subject, in her own collection. If she is so fortunate, a plate similar to that shown may be prepared and placed on the bulletin board where it will have the attention of the children.

It is suggested that the class be divided into six committees: one to prepare itself on the life of Nobel, one to cover the prize for physics, one for chemistry, one for medicine and physiology, one for literature, and one for the Peace Prize. Each committee member may familiarize himself with the life and work of one of the individuals shown on a stamp. One child should be selected as the head of each committee. Each committee member should be responsible for the report up-

on one of the winners. Compositions may be written about the various subjects. The best should be selected for incorporation into a booklet on the Nobel Prize to be compiled by the committee heads from the material provided by their committees. If facilities are available, copies might be duplicated so that each student may have a copy of the booklet.

The children should be encouraged to find their own stamps. During the course of such a hunt, many interesting things will be found by them and many topics developed and investigated.

As an indication of the possibilities, a few notes are given below on the stamps pictured here.



Index to Plate

- Row 1—Alfred Nobel
- Row 2—Wilhelm Konrad von Roentgen
Henri Becquerel
Maria Skłodowska Curie
Guglielmo Marconi
- Row 3—Emil Von Behring
Robert Koch
- Row 4—Björnsterne Björnson
Frederic Mistral
Henryk Sienkiewicz
Gerhart Hauptmann
- Row 5—Theodore Roosevelt
Woodrow Wilson

The single stamp, given a place of prominence at the head of the sheet, is one of two issued by Sweden in honor of Alfred Nobel, donor of the prizes. Nobel, one of the most paradoxical of historical characters, during his lifetime was a manufacturer of dynamite, inventor of smokeless powder and many other forms of explosives and media of destruction, through which he amassed a fortune which, after his death, became the corpus of the trusts the income from which is the source of the Nobel Prizes. Thus, the fortune built upon the instruments of violence and destruction became one of the greatest forces for progress and the betterment of the human race. Much can be learned from a study of the life and times of Alfred Nobel, and particularly from the perusal of his last will and testament in which he set up the purpose, form and requirements for the prizes, and designated the bodies which were to be entrusted with the responsibility of selecting the winners.

Beneath the stamp bearing the portrait of Nobel is a row of stamps which were issued by various countries in honor of the winners of the Nobel Prize for Physics. The first stamp was recently issued by Germany and shows Roentgen, discoverer of the X-Ray, the first one to be awarded the prize. The second, a French stamp, was issued to commemorate the fiftieth anniversary of Henri Becquerel's discovery of the principle of radio-activity. The third stamp, issued by her native Poland, shows Marie Skłodowska Curie, the only individual to win two Nobel prizes. In 1903, jointly with her husband Pierre Curie, who is pictured with her on a stamp (not shown here) issued by Panama, she was awarded the prize in physics for the discovery of radium, and in 1911 she won the prize in chemistry.

The life of Marie Curie may well be an inspiration to the girls of the class who intend to enter upon a scholastic or professional career in which women are in the minority. Besides Poland and Panama, Madame Curie was also philatelically honored by France and Turkey. The last stamp in this row shows Marconi—inventor of the wireless telegraph who was awarded the prize in 1909. It was issued by his native Italy.

Except for Madame Curie, no winner of the chemistry prize has been philatelically honored.

School Activities

The two stamps in the middle row show two of the winners of the prize for medicine and physiology. Emil Von Behring in 1901 was the first to be awarded this prize. This he received for his discovery of diphtheria antitoxin. The second stamp portrays Robert Koch who received the award in 1905 for his work in connection with tuberculosis.

The next row of stamps shows several winners of the literature prize. The first portrays Bjørnstjerne Bjørnson, Norwegian writer of poetry, novels, and plays who received the prize in 1903. The second, Frederic Mistral, French poet, shared the prize in 1904 with Echegaray, the Spanish playwright. Henryk Sienkiewicz, the Polish novelist, shown on the third stamp, received the prize in 1905. In 1912, it went to Gerhart Hauptmann, German playwright, who is shown on the fourth stamp.

The last row of two stamps shows Theodore Roosevelt and Woodrow Wilson, both Americans, winners of the Peace Prize in 1906 and 1919 respectively.

The stamps presented here are only a selection of the most common and readily available.

In 1935, in commemoration of the Twelfth Congress of the Women's International Alliance, Turkey issued a series of stamps which included the portraits of five of the women who won Nobel Prizes, namely, Jane Addams, American, winner of the Peace Prize in 1931; Grazia Deledda, Italian; Selma Lagerlöf, Swedish, and Sigrid Undset, Norwegian—winners of the prize for

literature in 1926, 1909, and 1928, respectively. Marie Curie is the fifth winner portrayed in this series. However, this issue is very rare, but it is possible to show the children reproductions of these stamps in the Scott Stamp Catalogue which may be obtained at any library. This volume will be of great assistance to the children in their research.

Other stamps not shown here will be discovered; for instance, Jane Addams' portrait appears on the ten-cent stamp of the Scientists in the Famous Americans issue of 1940.

In working out this project the international aspect should be stressed, particular emphasis being given to the clause of Nobel's will which provides that the prizes must be awarded without regard to nationality (which automatically embraces race and creed).

When the nature of the prizes are understood, a poll may be conducted within the class, or throughout the other grades which allot a portion of their time to current events, as to their choice for the current year's awards.

The subject for an English assignment might be "My Choice for the winner of the Nobel Prize in . . . (selecting one prize) and the reasons for my choice."

In the course of their assignment the children will be required to utilize their knowledge of geography, history, science, and biography, and will have an opportunity to familiarize themselves with the sources and techniques of research which will stand them in good stead in their future student lives.

Individual thinking, self expression, ease in performance, stage technique, mental and physical alertness are developed through group instruction.

Creative Dramatics and Music

"GO DOWN TWO FLIGHTS OF STAIRS," said the Emperor, "and turn to the right. There's a door at the end of the hall. Open it and you'll find ten bags of gold. You can take all the money you need."

The tailors gasped in astonishment. "All we want?"

"No," the Emperor said, "I didn't say all you want. I said all you need."

Naturally, there wouldn't be many emperors

RUTH ZINAR
1370 President Street
Brooklyn, New York

who would give tailors access to their money bags like that. But this one was quite different. In the first place, he was really just six years old. A tiny thing, he walked and talked like a fat man filled with good food and insufferable pride. And, of course, he wasn't a real emperor. He was make-believe, and the tailors were make-

believe. The throne was a piano stool and the royal court an empty room transformed into a land of the Orient. For it was a session of the Creative Dramatics and Music Group of the Bridgeport, Connecticut, Community Center, and the children were performing their own dramatization of the famous tale by Hans Christian Andersen, "The Emperor's New Clothes."

We all know that the behavior problems of children—the "fraidy-cat," the shy child, the bully, unless guided and molded when young, might grow up to be shy or bullying adults. But through the use of their imagination, the development of the creative instinct, and the opportunity to display the results of their creativity, the shy children can be helped. They can learn to express themselves freely before the rest of the group, while the over-aggressive ones, by working with the others for a common goal, and being compelled to wait their turn, learn to take their proper place within the group.

Within a few weeks after the group was formed, a few of the youngsters who had been tongue-tied and too embarrassed even to stand in front of the others, found themselves adding a word, and then a line to the proceedings. And the temperamental "prima-donna," who emoted all over the place, had received the delicate hint from the others that if she said less and gave someone else a chance, the play would be that much better.

When the children first came to the dramatics and music class, they were eager, curious, and tense. During the first half-hour, only a few children were at ease, but when everything done was turned into a game, there wasn't time to use all the ideas which came gushing from them all.

In order to have the boys and girls feel relaxed and at ease as soon as possible, and to have them see that "actions speak louder than words," each one was asked to "walk like someone—an old man, a cowboy, a drunkard, a laborer carrying a heavy load—while the others tried to guess who the performers were supposed to be. Then they had ideas of their own. Diane could walk like a fat man, Bobby, the smallest of all, like a giant. Others were elves, horses, tough cops, hoboes.

As the weeks went by, new aspects of dramatics and music unfolded. The children "made faces," looking angry, happy, scared, worried, sad, ad infinitum. They worked at different tasks

in time to music—chopped wood, shoveled snow, hammered nails, dug, swept, scrubbed—all the work and play activities they could think of. Each one made up his own job and had to keep working until the rest could guess who he was and what he was doing. They had games imitating horses, parades, trains, bouncing balls, windmills, pistons, swings, all of which were in time to music.

In this way they realized that there is rhythm in their work and play activities, and that there is rhythm in the world about us—in the acceleration and slowing down of a train, the grinding of a machine, the "chug" of a locomotive, and the "clip-clop" of a horse's hoofs. Sometimes, of course, little children can feel these things more easily than we can see them, but, unless this feeling is developed, it is suppressed and hidden in the process of growing up. (As a matter of fact, many music teachers who work with small children are continually amazed to find the five and six year olds learning simple melodies easily, while their older brothers and sisters of seven or eight sing the same songs off-key, with many "monotones" or "non-singers" among them.)

In addition to these rhythm games, they experimented with brief dramatic and music experiences for several weeks. At first, they acted out such simple Nursery songs as "Jack and Jill," "Humpty-Dumpty," "Jack Be Nimble," and "Little Miss Muffet," and progressing to more complicated story-songs such as the "Wraggle-Taggle Gypsies" and some other English ballads.

Then a new and thrilling experience came. They were going to have a play, "The Emperor's New Clothes," a clever, humorous story whose charm all the children appreciated. But there were no parts to learn, no lines to recite by rote, no exits and entrances to memorize. They knew the story, and from then on were on their own. They made up their own lines and actions. After a few days of trials and errors, a little play, entirely created by the children, was ready for performance.

However, in spite of their great excitement which came with the performance of this play of their own making, the most popular of all the activities in which the children participated, was improvisations. They were told who they were and what they were doing. They had to manufacture the incident or the story from

whole cloth, with no more than meager directions to guide them.

"You're a mother, you're a naughty child, you're a dentist. You're taking your child to the dentist to have a tooth pulled." "You're a soldier in German uniform during the war, found behind the United States' lines. You speak English and say that you are an American. You are M.P.'s. The rest of the group is the jury and will decide whether the soldier is American or German."—or "You are a policeman, and you are tough kids with no playground to play in."

At the end of each explanation, the direction, "Go ahead," was given and some amazing things happened. After a few tries, they were able to develop playlets with complete plots, and some plots with all the requisites of climax and resolution.

One of the most successful improvisations occurred when the explanation was just, "You are three cowboys." Before they were done, every child in the group was involved in a story which would have equalled (or surpassed) any Class B "horse-opry." They had a sheriff, cattle rustlers, and a posse which kept climbing on top of the piano (it was the cliff from which they were going to jump on the rustlers). The climax took place in a subterranean hideout (under a table), while the rustlers played a tense "all or nothing" card game with imaginary cards.

Of course, justice triumphed. And a couple of good lines came from those boys and girls. Three "cowboys" walked into the saloon and put their feet on the railing of the "bar." (a radiator).

Former students suggest that the adviser should guide, plan, suggest, lead, encourage, discuss, and coordinate but not predominate and force suggestions.

Effective Training Procedures for Faculty Advisers

I HAVE JUST BEEN ELECTED faculty adviser of the sophomore class. What are my responsibilities? How can I encourage student participation in extracurricular activities? How can I justify the time that students spend in extracurricular work when they must attain a high scholastic average to remain in college? How can I personalize the program so that each individual will be treated as a unique person-

"I'll take a beer," said the first cowboy.

"Make mine a double suburban," said the second.

"Skippy" was the third cowboy, and he had just turned nine. After deep thought he announced, "Oh, I don't know. I guess I'll have a gin rummy."

Naturally, these impulses to find music in the air, to dramatize, and create a full plot from a brief situation, to respond to melody and rhythm, exist in all children in varying degrees and intensities. It is the work of the mother and teacher to make the child aware of these impulses and to show him how to express them freely, originally, and constructively. It was this free, constructive expression that was attempted during these sessions.

In a group of fifteen to twenty-five youngsters of six to twelve, boys and girls together, where complete freedom existed, there were rarely the slightest quarrels among the children, or "discipline" problems. They know some stage technique, songs and dances of many countries, the charm of pantomime, and have developed some ease in performance. Above all, they now know that they can express themselves and give pleasure to others at the same time.

But if they learned something in these creative dramatic and music sessions, as their leader, I, too, learned something very important from their complete cooperation with me and with each other. "Good" children aren't always happy, but happy children are good.

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ality? Where can I find resources to aid me to guide group activities?" asked a new adviser.

These are the problems that usually beset an adviser. According to Eugene S. Briggs, this group-work responsibility is given to teachers

who rate among the highest third of the faculty and who have been inadequately trained or prepared for the work. To equip the advisers with techniques and procedures of group work and to acquaint them with resources for effective guidance, the Council of Faculty Advisers, composed of the Dean of Students, the four class advisers, and two former class advisers, was formed.

Aims of the Council of Faculty Advisers

The Council established the following aims:

1. To orient each class faculty adviser to the activities, functions, and affairs that he will sponsor.
2. To promote an *esprit de corps* among the class faculty advisers and among the Class Councils.
3. To co-ordinate all resources, procedures, techniques, and evaluation concerning the social activities of the four classes.
4. To define the functions and the responsibilities of the class adviser.
5. To acquaint the adviser with the techniques of group dynamics and procedures.
6. To disseminate literature-magazine articles, letters, and books that relate to the values of the program—that will promote the extracurricular program.
7. To acquaint the adviser with the philosophy and scope of the collegiate extracurricular program.
8. To enable faculty advisers to foster better student-faculty relationships.
9. To act as a liaison between the students and the faculty and between the students and the administration.
10. To learn the methods of follow-up and evaluation of class activities.

A Philosophy of Class Advisership

A working philosophy of class advisership was evolved by the various discussions. The advisers agreed that the section should be used as the basic unit in the class council system, for it can unify the activities of the class and serve as an outlet for common group experiences. They felt that parliamentary procedure should be strictly adhered to at all meetings, which then will be purposeful, meaningful, and continuous. The advisers wanted to be free to work with the various committees and free to plan their own programs, activities, and projects, but wished to encourage the students to take a major share in the planning for the class activities. At all times

the adviser should see that the purposes and aims of the class are carried through the activities which it sponsors and that the needs of the individual are fully met.

Advisers' Definition of Purposes of College Extracurricular Activities

As for the purposes to be accomplished through the extracurricular activities the Council adopted the following:

1. Promote the democratic process in group living.
2. Help satisfy the student's basic need for a sense of accomplishment, security, belongingness, and recognition.
3. Establish desirable ideals, attitudes, and sense of values.
4. Demonstrate the fact that the extracurricular activities of the college should be considered an integral part of a college education.
5. Promote the "we-feelingness" within the group.
6. Guide the student to become increasingly self-directive.
7. Foster morale and spirit within the college.
8. Encourage the participation in worthy community activities such as the Cancer Drive, the American Red Cross, and Infantile Paralysis Drive.
9. Bring the home in closer contact with the college and the student.
10. Sponsor activities, events, and affairs to quicken the interests of students in college.
11. Provide a setting for social development and social competence.
12. Practice ideal student-faculty relationships.
13. Develop and deepen students' interests and aptitudes.
14. Make available to the student the various cultural resources of the community.

Responsibilities of a Faculty Adviser

The Council defined within limitations certain responsibilities of the adviser which will aid him to be effective, helpful, and resourceful. It is suggested that an adviser should forget his role as a teacher and speak from the floor only when it is necessary. He should be a member of the group when the meeting is formally conducted. The adviser should keep closely but unobtrusively in touch with the officers and committees. He should not interrupt a meeting

and take over and should be careful not to make the decisions and plans for his group. In his relationships with his class officers the adviser should discuss the agenda and the principles of parliamentary procedure with the president and the vice-president. He should compliment them when they merit praise and tell them how they can improve whenever it is possible.

Accomplishments of the Council of Faculty Advisers

In its monthly meetings the Council produced specific aids for its members and for the various classes. "Suggestions for Invitations to Be Used by Class Councils" is a worthwhile project which the Council prepared and then distributed to the classes. "The Bulletin of Current Events" is another product of the group. Each week the Council collated the various events of the College, prepared the bulletin, and distributed it to the entire student body and to the faculty and the administration. In addition, the Council distributed "A Guide for the 'Nucleus' Staff of Newark College of Engineering," a brochure which enables the yearbook staffs of the class councils to become acquainted with the problems that will confront them and offers them a method of organization and procedure, an important feature for an efficient and successful staff. Eventually the Council plans to meet with student leaders and discuss their extracurricular problems, such as class elections, class dances, smokers, yearbook, and other activities that the class sponsors.

The Class of 1950's Evaluation of Functions of Faculty Advisers

It is interesting to note what former students thought about the duties of a faculty adviser. A member of the Council sent a questionnaire to the graduates of the Class of 1950 and asked: In your opinion, what should be the functions of a faculty adviser? In answer to this question the three outstanding duties were to guide and make suggestions to the class, but not to force suggestions; to lead, plan, encourage, and coordinate class activities; and to discuss sympathetically the educational, social, personal, and financial problems with the student. These graduates stated that other important functions were to serve as a link between the faculty and the student and between the student and the administration, to help and advise when he is asked by a student or a group, and to train students to participate in extracurricular activities. According to these students, clarification of matters of policy of class organizations, being a friend to all students, and encouraging original thinking of the group were also duties of a faculty adviser. By means of this evaluation the Council members were able to re-define their roles and their responsibilities by what the former students thought they should be. In this way each member of the Council saw an overall and a complete picture of his position as a faculty adviser.

The home room provides opportunity for organization, student guidance, explanation of administrative policies, and training for student participation.

Operation Home Room

STUDENTS OF AMPHITHEATER JUNIOR HIGH SCHOOL will begin their new school year with a new school building, their first experience in divided sections and, for many of them, their first experience with both men and women teachers. They will find themselves shuttled in many directions in many occupations, and they will be sorely in need of some sort of stable center of operation. This vital responsibility is being designated to the 20 teachers who will each be responsible for one section of about 35 pupils. This section will be labeled

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"home room" and the success of the program will be largely dependent upon the preparation done by these new and equally befuddled teachers.

Each morning at 8:10 a.m. a 20-minute "home room" period will begin. Attendance will be checked carefully in order properly to care for the long and complicated Arizona regis-

ter; administrative announcements will be read, class and section (home room) officers will be duly elected, parental occupations will be checked and re-checked, immunization shots will be arranged for, library irregularities will be straightened out, the Christmas party will be financed and planned for, intersectional competitions (if any) will be worked out, the end-of-the-year picnic will be financed and planned out, and . . . "Lord only knows what I'll do with the rest of the time; guess I'll just let the kids study!"

Five mornings a week there will be just such a routine for each of these 20 teachers to follow. Avoiding this sort of difficulty requires a sort of organization which denies formality of schedule. The idea of using some sort of check-off chart in planning for a home room is only less ridiculous than having no plan at all.

A functionally practical home room is essential to the school's entire program and the operation of such a program must depend upon certain fundamentals. Delineation of these is, at best, difficult, but the primary needs vary only slightly.

One of the most important needs of these children in their new and unusual setting is that of having a "home" or a central location to which they may return when situations develop that require friendly and intelligent aid. Adolescent agonies can often be minimized or averted with the aid of a teacher who is somewhat a specialized source of pertinent information about a smaller, more compact group. The teacher in each home room is required to know the name and address of each student's parents or guardians. In addition to this the teacher has access to facts about the student's age and school record—even as to intelligence records.

The routine administrative arrangements provide for this much of the opportunity of the teacher to perform particular services for his home room. However, there are many more possibilities.

The home room teacher should also keep in very close contact with individual scholastic and behavioral records. The home room teacher should make strong efforts to instill the attitude of trust and friendship in his particular group of students. Frequent reference to the solidarity and unity of the group should be made. The student should feel that his home room teacher is the best source of immediate aid in any sit-

uation which may arise in school.

The proper handling of home rooms should also include a broad measure of student participation. This period is not "gradeable" and can therefore be excused from measurable endeavors. If the bulky nature of democratic principles seems to withhold sufficient action on some subject, it can always be charged off to practical experience and there will be little or no "scholastic loss."

Each student should be made to feel that the home room is his own work room and that the school community will be only as successful as the efforts of each group within its system. Individual suggestions should each be acted upon as intelligently as possible and no person should be permitted to shirk his responsibility to himself and the group in the home room.

The home room is also an excellent source of public relations material. Energetic participation on the part of the students within any home room situation will seldom go unnoticed. A sense of belonging will soon eliminate the age-old bugaboo of schools which demands that parents and neighbors of the school be kept out until that special program for which the entire school, the teachers' personalities, and the cluttered desks are all properly glossed over—to give the proper impression. Energetic productivity on the part of teacher and students will enable laymen to enter the hallowed halls without the feeling of imposing.

School expenditures are soaring into the upper income brackets, school traditions are being battered into conglomerate mazes of "progressivism," and the bewildered supporter of the program is politely referred to the supervisor's office with no idea in the world of what happened to the hickory stick. False rumors and unfounded propaganda are the only sources of information for the childless, or timid public. The home room can readily rectify this situation.

A child whose chalk drawing or map or cartoon is posted on the bulletin board, whose pet rose is being nurtured in a sunny corner of the room, or whose safety slogans have been published in the school paper is going to be a child who wants his folks and their friends to show up at school once in a while. If Junior is a potential virtuoso on a harmonica, he wants to receive recognition not only from his classmates but also his family. He can do this if the

home room should happen to inaugurate a "wake-up" program in the morning—and his dad will be a half hour late to work to hear it!

Another wide-open field for the home room is that of the home situations of the children in the class room. A child whose father is dying of cancer is a very poor candidate for the scholastic honor society. The slim little daughter of the religious fanatics will scarcely find adjustment to the monthly square dance an easy thing.

The spoiled son of the hypochondriac will hardly be expected to react favorably to a difficult situation. The wise teacher in the home room can uncover these situations, make an occasional home visitation, and perhaps minimize the extraneous influences—he might even alleviate the home situation.

In considering the difficulties of the adolescent, it would be quite out of order to overlook entirely the matter of maturation. Some of the Junior High girls are transformed from stocky tom-boys to attractive young women almost overnight. How are the boys supposed to react to this sudden change? Can a boy tear a full-breasted young girl's shirt off this year as he did at the end of last year when she was just "fat"? When girls are able to present the appearance of "women" should they continue to participate in

children's games and have a good time, or should they band together and snicker about something one of their sisters or a high school girl told them about this, that, or the other? A wise teacher can anticipate this difficulty and perhaps prevent a lot of the grief that comes to youngsters for no other reason than the chance combination of chromosomes.

The possibilities of a home room are unlimited, but a great deal of care and caution must be exercised. No parent will believe half of the truth about their Johnny, and open acceptance of the responsibility for 35 widely differing youngsters can lead to a great deal of "ear-bending" and "straighten out that teacher—or I will . . .," by frantic parents whose Willy is three percentage points below Johnny.

Therefore, a good home room will: keep administrative records in tip top shape; provide haven for shaken confidences; allow individual ideas to be tried and proven—or disproven; promote school, parent, community relations; provide for school adjustment to individual problems; and cope with the maturation problem (within reasonable bounds). If all this is done the teacher will then be in a position to speculate upon an even more profitable arrangement of the home room.

A definite theme, excellent planning, attractive cover, meticulous photography, good copy, flawless editing, good printing combined assure preferred book.

Building Better Yearbooks

CONGRATULATIONS! You have been chosen to edit your high school or college yearbook.

No higher trust could have been placed in your keeping.

But maybe you are the sponsor, the associate editor, or just a plain staff member. At any rate, if you are connected with yearbook production in any way you can profit by studying this article.

The first thing which needs to be done is the decision concerning the theme for your yearbook. The nature of the theme can vary greatly. Sometimes it is announced at the beginning of the book and the various divisions follow it.

Other times it is not so readily apparent but nevertheless it provides a basic pattern for editorial planning. By looking over a representative group of yearbooks, you can find many examples

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of good themes and thereby formulate your own plan or theme.

As soon as the theme is decided upon, the cover should be chosen. It is a good idea to order your cover early and thereby receive the discount offered for early placement of orders. The amount saved by the discount would enable you to have a little better cover or perhaps a few more pages. Above all, don't pay so much for your cover that you have to "skimp" on the contents of the book.

"No book is of any value that is planless." It is a good idea to sit down in the summer, before you are snowed under with yearbook work,

and write down your complete set of plans. Plan the order of your divisions. Make pencil drawings of every page so that if at any time you are called out of town or become ill any one of your staff members can follow your plans to the letter. Some people will argue that plans which are as complete as those I suggest will hold you down and not allow for changes. These plans, however, are not designed to keep you from making revisions but they simply give you something to work from.

Tie your plans in with your production schedule. Plan your work to fit in with your publisher's work. Plans enable you to meet your production schedule.

You can make your assignments from the dummy, constantly checking it to see just exactly where you are. If you keep a record of all work assigned and when it is due, when each picture is sent to the engraver, etc., you will be able to tell just exactly where you are and how much work you lack at any given time.

Remember, too, that a yearbook, like a building, will never be any better than the plan that was drawn for it.

The old ideas are fundamental, but originality gives the book more interest. It is very easy to get into the ruts of old yearbooks, but it is also easy to get too sensational and use too much originality. Remember, that even if you are in high school, you don't want your book to look "high-schooly," but rather to look as though it was put out by professionals.

The division pages offer a very good place to show your originality. There are so many different things you can do with them. They can be formal pictures or humorous pictures, art work or cartoons, emphasis on the theme of the book, or merely pages serving to segregate the normal divisions.

For my college yearbook, I used a combination of art work and photographs. The theme for our book was "The heavens declare the glory of God." For the division pages, the artist drew a back drop of the sky and we glued cutouts of people on them. For example, the moon represented the student body so the artist made a pen and ink drawing of the sky at night with a big moon up in the sky. The photographer took a picture of four students, one from each class, sitting on the lawn as though they were in the midst of a big discussion. We cut the people

out and glued them on the drawing and we had one of our best division pages. The other division pages were done in a similar manner.

You can probably think of some idea which will be better than this, but I cite this simply as an example of the use of combinations.

In the line of photography, you need to get many pictures where you can actually see who is in them rather than a few pictures of many people. It is more interesting to see one girl screaming her head off over a football game than to see a picture taken at a distance of the entire stand. Above all be sure to crop your pictures so that the uninteresting surroundings to the subject may be omitted. Snapshots of club activities lend variety to club pages.

One of the most mistreated parts of the modern yearbook is the copy. Twenty-five years ago the yearbooks were composed mostly of copy with just a very few pictures because of the expense involved in making engravings in those days. Now the trend is toward a picture album with almost no copy.

Good copy is an essential for an effective book. The pictures which mean so much to you now will have lost their meaning about fifteen years from now and you will need copy, a short summary of what was taking place when the picture was made, to remind you of it.

There seems to be more and more inaccuracy in the yearbooks today. This probably results from a lack of time adequately to check the material before it is printed. This is especially prevalent in the spelling of names, the administration's degrees, seniors' activities, and team scores.

With a little work, most of these errors can be avoided. At the time the students here had their class pictures made, we required them to fill out a card with their name *printed* just as they wished it to appear in the yearbook. We checked the copy which we gave the printer against these cards and then checked the printer's proofs against them twice. In this way we were reasonably sure that any errors found in the finished book could also be found on the cards and were the students' own fault. This same method of checking can be used on the seniors' activities.

We took a list of the faculty members and their degrees as they were to appear in the yearbook to the Dean and had him approve it. (In-

cidentally, he really found a lot of errors in it.) The team scores were verified by the coaches.

The proof needs to be read thoroughly in order to catch all of the printer's errors and the ones the staff let slip by in the copy. It is a good idea to have several, at least three, read all of the proof because it is very easy to let errors sneak by unnoticed.

For copy writers, chose your cleverest staff members. After the copy is written, have several staff members go over it and improve it. You would be surprised to see how much better it will sound sometimes after this revision.

Various types of athletic programs provide excellent training for all students when kept under control at all times and in all places.

What Is Wrong with Basketball?

THE FOLLOWING PARAGRAPHS comprise an article from the author's files written several years ago before the recent national scandals about basketball. For some reason the article was not offered for publication then. The observations, questions, and criticisms offered are based upon some thirty years' contact with the game as played in high school. No criticisms are offered as particular to any school or coach, for there are many coaches and schools that have a very fine program to counteract what is wrong with basketball.

If you have frequently sat in the cheering section during a basketball game, have you noticed the unsportsmanlike booing by a large number of spectators? If you have taken the trouble to discover who these unsportsmanlike individuals are, have you often been embarrassed to learn that many of them are former high school players and stars? We have often heard much about the educational values of the athletic competition offered by basketball and always sportsmanship is stressed. It is never omitted nor fails to be stressed at banquets given in honor of basketball squads at the end of the season. Why do not these lessons of good sportsmanship carry over into life after high school? Is anything truly educative if it does not serve us well in the years following school? What is wrong with our teaching of sportsmanship thru basketball if this teaching will restrain the participant from wrong only while he is in school? What has caused the slip from "star player" to

As the delivery date draws nearer, you naturally begin to wonder if the book will be out on time. But sure enough, it will usually make it. Then it's up to the students to decide whether or not they like the book. Usually, though, if you and the rest of the staff like it, they will too. Just don't be too alarmed if one or two people come up to you and say they were left out of one of the club pictures (a group picture, at that) or that you used the wrong picture of them. There will always be a few like that, but remember that most of the student body will love it, no matter what.

CHESTER C. DIETTER
DeMotte High School
DeMotte, Indiana

"rabid fan"?

Secondly, it is claimed that basketball has supreme values for health and physical education. However, there is an increasing number of fans and parents who feel that the game is too strenuous and that many boys are harmed by participation even tho the damage may not be evident immediately. Many parents are hesitant in giving permission for their sons' participation but they are caught in the whirl and pressure of interscholastic competition and sign the permit against their better judgment. Or, they may sign to see their son have a chance to become a star. Has anyone conclusively proved that the over-excitement, over-exertion, and other extremes associated with the game will not take its toll in physical damage at some later date? Doctors and psychiatrists have warned against over-excitement and over-exertion as causes of many of our maladies, physical and mental. In basketball, we not only tolerate them but stimulate, accelerate, and glorify them.

Is there too much emphasis upon winning? Recently a coach was heard to remark that he would not consider his team successful unless three-fourths of the games were won. Upon a strictly mathematical basis would this not mean that probably only half of the schools could have successful teams? Would it not be ideal

for all schools to win only about fifty percent of their games? This would give them a balance of values that come from both winning and losing? On a state or nation-wide basis can we defend an activity that benefits only half of the participants? Is there not decided harm in continual winning? Have you known teams with which it was difficult to live because they had become "world beaters"?

Do tournaments help us to solve our difficulties or do they aggravate all the conditions named above? Do our sectionals, regionals, semi-finals, and state finals have any value except as money makers for athletic departments and as entertainment for the public? Or as publicity avenues for "successful" coaches? Have you heard of any ticket scandals in connection with these tournaments? Have fans always been sportsmanlike toward school officials when tournament tickets are distributed?

Is basketball so much more important in its educational values than other extracurricular activities or than curricular activities? If not, why do we set aside the best night in the week (sometimes the best two nights) for basketball even a year ahead, and let all other activities try to find a time for their functioning, if they can? Why do we set aside even curricular offerings for a "pep session" for a game unless that game is more important educationally than anything offered in the curriculum at that time? Why do most pep sessions point only toward winning the game and usually neglect to educate for sportsmanship unless a long standing rivalry has already created a terrific problem?

Does participation in basketball tend to make one a better citizen with better attitudes? Will the fact that many coaches swear at their players, at officials' decisions, or at the outcome of games help the young citizen? Does the fact that the coach is an ex-service man excuse such language? Have you ever happened into a dressing room after a game where your identity was not known and where you did not hear some swearing and obscenity by players, sometimes even in the presence of their coach or principal? Is the player restrained from swearing only on the floor when a game official might call a foul on him? Has basketball failed to help these boys?

Is gambling at games more widespread than we think, particularly when rivalry is strong?

Do you definitely know that players on your team are not involved in such practice in a specific manner?

Do not the "up town" coaches do as much damage to the morale of the team and school as the coach and school officials can build up? Do not these "up town" people indirectly determine the athletic policies of the school or even the hiring or firing of a coach who cannot win for them the required number of games, say three-fourths?

How many of these questions can your school answer satisfactorily? Certainly there is much that is right with basketball. Attention to the problems here presented will make it more right. This fine activity can be made more wholesome for both participants and spectators, but we cannot do it without giving attention to the matters that have caused the criticism suggested by the questions raised here.

Christmas in Mexico and the United States

VERA McCORMICK
Glendale Union High
Glendale, Arizona

Every year in most American high schools a Christmas program is presented in an assembly prior to the dismissal of school for the vacation period. So many degenerate into the giving of ridiculous gifts to the faculty and the singing of a few Christmas carols. Last year the class of which I was a sponsor was called upon to present the program less than a week prior to the date of presentation. We discussed several plans. One of these was "Christmas in Other Lands," but the factor of costuming and utter lack of material in the library on the subject made this impractical.

In order to avoid the use of costumes, etc., we devised a skit centered around our popular Christmas songs. The song, "I'll Be Home for Christmas," was the theme. A boy stood off-stage and sang the song while his mother and sister read his letter. This led to the singing of such songs as "White Christmas," etc. For humor, the English teacher helped one of the girls revise "The Night Before Christmas" to include the faculty. This took the place of the annual

School Activities

gifts and certainly was much better received singing of Christmas carols in unison.

Since then, I have often thought that an effective program could be built around "Christmas in Mexico and the United States." Most of the books used in the Spanish classes here in the Southwest deal by means of stories in Spanish and introductory and background materials in English with different phases of Latin American life. Among these are mentioned ways in which different holidays are celebrated. In Book I of *El Camino Real*, a short story is told of a group of children who are busy preparing a nativity scene. Such material could be used to aid the students in preparation for such a program.

There are two predominant parts in the Mexican celebration—the *posadas* which have religious significance and the *piñata* which is all for fun. The United States version might be characterized by a religious nativity pageant and a family scene around the Christmas tree.

The Program

A soft musical background of traditional Christmas numbers will be provided throughout the *posada*.

NARRATOR: (backstage) In Mexico, as in the United States, Christmas has a religious as well as a festive aspect. In Mexico the religious part of the celebration consists of *Posadas* which begin on December 16 and continue until Christmas. Groups of people dressed to represent Mary, Joseph, the shepherds, and the Magi go from house to house seeking entrance as Joseph and Mary did while trying to find an inn in which to stay.

(A group enters on a darkened stage carrying lighted candles and clay images to be used to form a nativity scene in the room. After several attempts, they finally gain admission to a home.)

(The curtain is drawn.) (When the curtain again rises, the lights are turned on and the room of the home is seen with the family and friends seated around in one corner. A table is in the center back of the stage. The group gathers around the table and places the clay images around to form the nativity scene. The entire group then joins together in singing "El Primer Noel" and "Noche de Paz" in Spanish.)

"El Primer Noel"

El primer Noel un ángel cantó,

a pastores y ovejas que en campo él vió;
en el campo las ovejas y ellos dormían,
una noche muy triste, oscura y fría.

CORO:

Noel, Noel, Noel, Noel,
nació el rey de Israel.

"Noche de Paz"

Noche de paz, noche de amor,
todo duerme en derredor.
Entre los astros que esparcen su luz
bella, anunciado al Niño Jesús,
brilla la estrella de paz.

NARRATOR: Following this religious celebration, the assembled group celebrates with a party or the *Piñata* portion of the festivities. A *piñata* can be of clay or heavy paper and is brightly decorated. It is filled with candy and other goodies. (Here in the Southwest an earthen jar is quite frequently used as they are readily available. It makes for more fun as it is harder to break. However, a large paper bag—shopping bag—brightly colored, will suffice and for a stage performance would be better as it would be easier to put up, to break, and to clean up. (The *piñata* is hung from a wire which the actors could do themselves, or, if the stage is equipped, it could be lowered from above.) It is usually hung just above or even with the heads of the participants.

One of the group is chosen to try to break the *piñata*, first. He is blindfolded, turned around several times, and given a stick with which he attempts to break the *piñata*. (The others poke fun at him and try to confuse him as much as possible). When one fails, another is chosen to try to break the *piñata*. This continues until someone succeeds. There is then a mad scramble to gather up all the candy, etc., that has filled the *piñata*. (For a program it would be wise to limit the participants to two or three as the audience is likely to become too noisy.)

The group then spends the evening dancing and singing. The group will now do "La Raspa." (This dance is easy to learn and instructions are available. Many physical education folk dancing classes teach it. The high school student seems to enjoy it as it requires a good deal of energy and not too much skill.) (If the school has a group of Spanish American students, an additional dance could be the Mexican Hat Dance. The boy and girl who do this dance should be

in the family group so that they can be in native costume.) Curtain.

(As the curtain rises, the same Joseph and Mary, the shepherds, and the Magi are seen around a crib in the center of the stage. Behind them are a group of angels. A spotlight shining from above is the main light on the stage.)

NARRATOR: In the United States, we, too, celebrate in a religious way by scenes such as this which depict the birth of the Christ child. These scenes, sometimes with accompanying dialogue, are presented each year in our churches and schools as a part of our Christmas observance.

(The assembled group with a mixed chorus in the background, if possible, sings "O Little Town of Bethlehem," "While Shepherds Watched Their Flocks by Night," "Hark the Herald Angels Sing," and "Joy to the World! The Lord Is Come".) Curtain.

(An American family is seen seated around a Christmas tree decorated with bright lights.

The lights of the tree and perhaps a lamp would give sufficient light.)

NARRATOR: Our party spirit comes when we gather around the tree to sing Christmas songs and open our presents. Let us listen to a typical family scene. The father has just finished reading Dickens' "Christmas Carol."

DAUGHTER: It's nice to hear about Tiny Tim, Bob Cratchit, and Scrooge again, but it really doesn't seem like Christmas until we have sung some songs.

LITTLE SISTER: Let's all sing "Jingle Bells."

(The group on the stage can be joined by the audience in singing "Jingle Bells." This can be followed by the singing of "Up on the House Top," "Rudolph, the Red-Nosed Reindeer," and "White Christmas" by the student body. One person should lead the singing and each student should have a copy of the words of the songs.) (The curtain closes as the family begins to open its presents.)

Plays picture activities of pen pals in worldwide contacts of students, promote international relations, and dramatize club objectives.

The Friendship Club

The Friendship Club was a puppet show for our P.-T.A. fun fair.

Characters: Milton, Amos, Uncle Pasquale, Ko-Ko (Monkey), Carlos, and La Ching.

Scene I—Home Scene

Milton: Say Amos, I just got a letter from my Uncle in Italy.

Amos: That's nice. What did your Uncle have to say?

Milton: Uncle Pasquale is bringing me a surprise from Italy. He will be here any minute now.

Amos: Do you know what the surprise is?

Milton: I'm so happy to see my Uncle that I'm not thinking about the surprise. Well, maybe a little.

Uncle: Knock, Knock!!!

Milton: Oh! I'll bet that's my Uncle now.
(Uncle enters and embraces Milton)

Ko Ko: eeeeeee eeeeeee.

Uncle: Be quiet, Ko Ko, here's a banana.

Milton: Uncle, I would like to have you

SALLY ANDEREGG
Sponsor, Friendship Club
Burnham School
Cicero, Illinois

meet my friend Amos. Amos, here's my Uncle Pasquale.

Amos: Pleasure to meet yah.

Milton: What's the monkey doing here? Isn't he cute?

Ko Ko: eeeeeee eeeeeee.

Uncle: I'm so glad you like him because he's your surprise I wrote you about. He is yours, nephew.

Milton: Oh, thank you. I hope he likes me.

Uncle: He will if you are kind to him.

Amos: Does dat dere monkey do tricks?

Uncle: Yes, Amos, he does tricks. I'll show one of his tricks with our accordion.

(Uncle and Ko Ko play accordion)

"Lady of Spain"

Milton: Oh boy, I never knew a monkey could do such tricks. Say, I almost forgot my meeting.

Uncle: What kind of a meeting are you going to?

Milton: Our Friendship Club meeting. We are trying in our small way to help bring peace in the world.

Uncle: How very interesting. You small children are helping. I'd like to know more about your club.

Milton: Sure, we write letters around the world, send candy bars, and even adopted a war child in Greece. Would you like to come with me?

Uncle: Fine idea. Then I can meet your friends, too.

Amos: So long. I'll see you at the meeting.

Good-bye, Amos. Uncle Pasquale, I am so happy you are here. To think you brought me what I have always wanted, a monkey.

Uncle: I heard Amos say, I'll see you at the meeting. Can anyone belong?

Milton: Yes, anyone, Uncle. No matter what color, race, or creed. The kids all love Amos. He's our president.

Uncle: How did you choose him?

Milton: By secret ballot.

Uncle: How very wonderful it is here in America. Be grateful you live here my dear nephew. It is a great privilege.

Milton: Yes, I think we take too much for granted here. Come on upstairs, Uncle Pasquale. I will show you your room. Mom and Dad will be home soon. We must hurry to the meeting.

Scene II—Friendship Club

(Children enter one by one for the Friendship Club meeting.)

Amos: The meeting of the Friendship Club will now come to order. We will salute the flag and sing our national anthem. We will ask our secretary, Lu Ching, to read the minutes of the last meeting.

Lu Ching: Our Friendship Club meeting was held Nov. 13. Milton read a letter from our adopted boy in Athens, Greece. Amos and Jack reported that their room is getting a package ready for Ioakim. We pledged our support to the United Nations because we believe they are helping to promote peace and to better the lives

of peoples in many nations. The meeting adjourned at 4:30.

Respectfully submitted, Lu Ching, Secretary.

Amos: You have heard the minutes of the last meeting. Are there any corrections or additions? Hearing none they stand approved as read.

Milton: Amos, could I introduce my Uncle Pasquale to my friends?

Amos: Yes, go right ahead.

Milton: Members of the Friendship Club, this is my Uncle from Venice, Italy.

Ko Ko: eeeeeee eeeee.

Amos: I know Ko Ko can play the piano. Perhaps he will play before we leave.

Carlos: I just received a letter from my cousin in Mexico.

Amos: Would you like to read it?

Carlos: Dear Cousin Carlos,

I was very happy to get your letter. I took it to school and read it to my class and teacher. My teacher and class liked the idea of a Friendship club. We are going to pledge our support to the United Nations, too. We believe Pen Pals will help to further peace and better understanding among all Nations. I liked the stamps on the letter. How about us exchanging stamps?

Your Cousin, Pedro

Amos: That was a very nice letter. Were there any more letters received this week?

Lu Ching: Yes, I have a letter from my sister.

My dear sister:

We are all very happy that you like your school in America. Mother and I like the idea that you joined the Friendship club to further Love and Peace. How wonderful of your P.T.A. to buy that lovely stationery for your club.

I am glad you are writing about America because we are studying about America now in Geography. The rest is about my family.

Amos: I almost forgot to tell you the big news. We have raised enough money to adopt a war child again. We will just have time to hear Ko Ko, and sing our Friendship club song.

Ko Ko: Piano Solo, "Funiculi, Funicula."

Meeting adjourned.

Editor's Note: This script was presented as a Puppet Show for the Burnham School P.T.A. Fun Fest. It was sponsored by the Friendship Club of Burnham School, Cicero, Illinois. See September, 1952, "School Activities," for more information regarding the club and its sponsor.

Extended Participation in the Senior Play

EDWARD SACHA
Student Reporter
Hamtramck High School
Hamtramck, Michigan

To be truly a success, a senior play must be a co-operative affair. It should be a project toward which numerous students contribute. Although the actual direction and leadership is given to the play sponsor, the greatest satisfaction for a class comes not only from a well-directed performance, but also from the amount of democracy permitted in the organization, preparation, and production of the play.

We, at Hamtramck High School, feel that we have liberated our senior play procedure to such an extent that student participation is quite high. Consequently, although the play may not always have the polish of a Broadway production, it gives many students worthwhile experiences.

It all begins in the 12-B semester with the selection of a play committee. Each 12-B homeroom sends one representative. This committee, meeting during the lunch hour, begins by reading various play catalogs on hand in the school.

From these catalogs the committee sends for play books that are recommended by the representatives. Then the real reading starts, with a collection of plays purchased or collected from teachers and the libraries. About 50 plays are read by the committee members.

Selection Day finally arrives, with each representative prepared to discuss the plays of his choice. After some debate, the list is narrowed to about three. Now the reading is resumed; this time from a more critical viewpoint. Factors considered in choosing the play include:

1. Will the characters be adaptable to our students? Is there enough variety in the roles?
2. Will the staging be simple yet effective?
3. Is the play worth memorizing?
4. How will the audience respond?

Taking these points into consideration, on the appointed day the committee is prepared to make its choice. After a conference with the sponsor, the play is chosen.

One would think that the committee's work is done, but truly it has just begun. Play books

are to be ordered, dates for tryouts set, and the price and date of the performance fixed.

The committee begins to function again. A big poster illustrating characters from the play with descriptions is prepared to announce the tryout dates. This enables the senior class members to familiarize themselves with the play and choose the parts for which they wish to try out.

Next from the play are selected lines and situations where tryout participants would be able to present the characterizations to good advantage. After finding these parts, the committee types enough copies for distribution to interested candidates at the tryout session.

Choosing the cast for the play is not left to the sponsor alone. The committee invites a board of teachers, three or four, who they feel would be non-partial and sympathetic to the play. Each teacher is given a judging card which explains each character of the play and allows room for remarks on each tryout participant. After tryouts, the judges meet with the sponsor and choose the cast.

However, students who did not make the grade are not left out in the cold. On tryout day, each person is given a 3 x 5 card, on which he states his three choices of play committees if he does not make the cast. On the basis of these cards, the various senior play committees are set up by this long-functioning central committee. The various jobs are open to all, for many are needed for the success of the play. These committees include setting, scenery, lighting, publicity, ushering, make-up, wardrobe, tickets, and programs.

Prompters and student directors are selected by the sponsor from the senior play committee, who are by now quite familiar with the play and its needs. Together with the cast, in their 12-A semester, they are scheduled into a class. This class reduces many of the evening rehearsals and gives school credit to the students for their play work.

One can see that a successful senior play production covers a wide range of activities. We, of Hamtramck High School, feel that through a democratic system this work is distributed among many students, thus giving each a worthwhile experience, both in dramatics and in the work before and behind the scenes.

ASSEMBLY PROGRAMS

for January

Activities change with seasons. Nature seems dormant until North Wind shows his might by bringing ice and snow. Road-blocking blizzards and glassy sleet storms are his presentations.

According to authorities, January is well-named for Janus, the two-faced God who looked at the past and future. Anglo-Saxons called it "wolf-month" because wolves were so prevalent during that season of the year.

Americans face each year with courage and spirit. Youth is looking for fun. When serious, the seniors are wondering about graduation; they are anxious to meet responsibilities and life's problems. Their hopes and anxieties are shared by teachers and parents.

All America likes pageantry. On New Year's Day in California, Pasadena's Annual Tournament of Roses reveals ideals and dreams of the future. Flowers, beautiful girls, and millions of onlookers make up the spectacle. Millions more see it on television. The theme of the cavalcade last year was "Dreams of the Future." The sweepstakes winner was a beautiful float—"Every Girl's Dream Comes True." It was a bridal party of ten persons in a garden of trees and flowers. The backing was a large heart made from more than 20,000 roses and 28,000 carnations. This spectacular float was the entry of the Southern California Floral Association.

COACHING THE PARTICIPANTS

Among the pleasures of participating in a program is enjoyment in achievement. Occasionally students put fun first and the program second.

A student continually tries to gratify his vanity by calling attention to himself at the expense of the program. This is a cheap method of attracting notice. Such a person is merely showing off; he is not acting. He tries the patience of the director. If he continues such conduct, he should be dropped from further productions.

In rehearsals, a mythical audience is present. A Deaf Old Lady sits in the back row. Each participant should work so that he may be heard, seen, and appreciated by this Deaf Old Lady.

The director seldom delegates authority but assistants will aid in seeing that back stage conduct is superior. Then staff functions will run smoothly.

UNA LEE VOIGT
Enid High School
Enid, Oklahoma

A few rules are necessary for all participants:

1. No talking backstage.
2. Do not peek at the audience from any position.
3. Keep out of sight until performance.
4. Walk on tiptoe.

CAREER ASSEMBLY

Guidance Department

Suggested Scripture: Psalm 16

New Frontiers for Youth is the theme of the career assembly. The graduates are preparing for life in college or are planning to enter the vocational field.

Skits showing how the guidance department serves the school and how to apply for a job are presentable. The employer interviews applicants for a secretarial position. A series of characters can apply: the over-dressed girl, the perfectionist, and the talkative girl. Then the ideal one is hired.

The boys may present a skit showing reasons for hiring the neat, careful type as compared to careless, noisy, and boisterous types.

Different scenes may be presented showing enrolling in universities and colleges. Universities and colleges are willing to send representatives to participate in this assembly.

Enid High School guidance counselor, Derwood Johnson, arranges for a **Career Day** in cooperation with business men of the city. Prominent citizens are invited to school to talk to groups interested in particular fields. Friendship is the service rendered and guidance is a wonderful field.

In connection with this assembly skits may show how to prepare for tests, how to succeed by studying and how to apply a lesson to a business proposition.

Americans overcome discouragement. A skit can show how Benjamin Franklin overcame disappointment and discouragement. In Franklin's autobiography, the script writers will find humorous incidents worthy of presentation.

HAPPY NEW YEAR'S ASSEMBLY

Student Council

Suggested Scripture: Psalm 12

During January, the spirit of unity develops in the school. Bells and stars help to focus attention on the New Year's Assembly. Calendars and clocks can be used for original announcements. Father Time is the emcee; he turns back the clock to show outstanding events of the year. The Stars of Yesterday are students who have contributed worthy services to the school.

A large television frame may be used to present numbers. Then Little New Year introduces club presidents who tell of coming events. "Highlights of '53" is the theme.

"Footprints in the Sands of Time" is also a good theme for emphasizing accomplishments. "Time Marches On" is a skit for coming events in the school calendar.

An Eskimo theme may be used with Jack Frost as emcee. Ice Breakers are group singing and Snow Flurries, a folk dance.

Four Huskies are the boys' quartette. A trumpet solo is the Call of the North. Northern Light is the subject of a short talk by a student or faculty member.

Looking Ahead are the officers of the various organizations. A candle lighting ceremony is easy to work out. Each chairman lights his candle (flashlight) from the School Spirit who is costumed in a white robe.

The closing number is a dramatization of "The Builders." The following is an appropriate thought contributed by a student:

With every morning's rising sun
Think of your life as just begun
The old year cancelled and buried deep
All yesterdays; so let them sleep.
Concern yourself with the bright new year
It's the turning point in your career.

BASKETBALL RALLY

Physical Education

Suggested Scripture: Mark 11:22-26

Basketball takes the spotlight in the sport world. During January, the schedule for a rally is fitting. Yells and songs are always used. A series of radio talks as to history of the game, a preview of the coming by an on-the-spot announcer, and a demonstration of signals are worthwhile numbers.

Humorous characterizations as Pa and Ma at

DEBATE

Materials

THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1952-1953 IS:

WHAT FORM OF INTERNATIONAL ORGANIZATION SHOULD THE UNITED STATES SUPPORT?

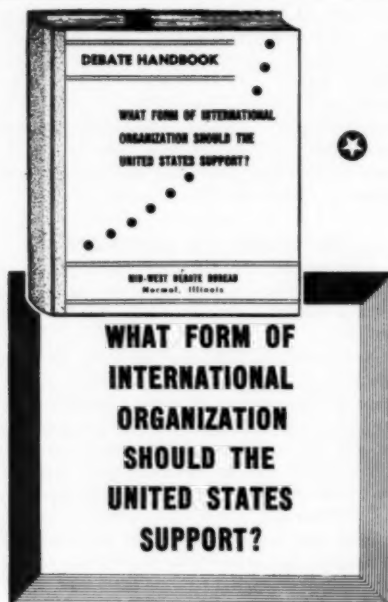
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MID-WEST DEBATE BUREAU
NORMAL, ILLINOIS

School Activities

the basketball game are enjoyable. A debate, using a cheering squad, can be presented. A judge records scoring of points on a blackboard as speakers give points.

A large thermometer can register sportsmanship. The words of good and bad sports cause the mercury to rise or fall. This demonstration can be entitled, "The Eyes of the World Are Upon Us."

In connection with the rally, the girls' physical education classes can give an exhibition of games and stunts used in classes. Each class may use a theme for months of the year.

SCOTCH PROGRAM

English. Physical Education Departments
Suggested Scripture: John 1:10-12

Robert Burns was born in January. An assembly with a Scottish theme is appropriate. Pupils will find Burns' poems and songs are appropriate for presentation.

Ballads are interesting. They abound with action, heroism, and deeds of daring. "The Lady of the Lake" contains incidents for assembly presentation. The ancient Scotch ballad "Lord Randall" is a good selection for choric speech. The villagers echo the refrain: "His wearied ur huntin' and fain wad lie doan." Contrast between the solo voice and the group is effective. A just-for-fun poem is **Pirate Don Durk of Dowdee**.

A Scotch bagpipe demonstration is always a novelty. The exhibition and history of a rare Paisley shawl will add emphasis.

A folk dance, the Highland Fling, is entertainment. If costuming is difficult, the dance itself may be given. Schools of Dance may be able to provide this number.

Chalk talks provide variety. The average audience enjoys watching a drawing develop especially if the artist's patter holds their interest.

An easel and soft crayons are necessary. A light pencil sketch can be worked out previously. The audience can not see it. The artist can draw a Scotchman's winter hat and whiskers.

The Scotchman's greeting card has been used effectively. The lettering is "Greetings" and then add: "We wish you a Happy Christmas." A list of holidays follows. At the end of the cartoon, "The years are added 1953, 1954, 1955."

Scotch songs are "Auld Lang Syne" and "Comin' Through the Rye." These songs can be done in pantomime as they are sung. Costumes are simple and the gayety creates the atmosphere needed for a delightful number. "My Heart's in the Highlands" is a good solo number.

December, 1952

HONOR ASSEMBLY National Honor Society

Suggested Scripture: II Timothy 2:1-15

School success depends on correct attitudes and various study skills. Among the rewards for efficiency in studying are good grades, self-respect and faculty approval.

"Attitudes Count" is a skit produced by students.

Time: After school.

Scene: Any street.

Bill: "Let me see your report cards. All 'A's'." You must be an apple-polisher. I don't get it."

Joe: "Do you ever. . ."

Bill: "Don't try to tell me. I'll have to give up my job after school. Things are tough. Two 'F's'. I know the teachers don't like me."

Scene Two

Time: The next day.

Scene: The study hall at school. The characters are as many pupils, students, and scholars as the director desires.

Teacher: "I shall call the roll! Dolly Dreamer, Gerty Giggler, Cherry Cheater, Ruth Roamer, Terry Tomboy, Bert Bragger, Pearl Primper, Berty Ball, Carrie Notebook, Larry Listener,

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Sarah Studyhard, Willie Work, and Bill Careless."

Action: During roll call the students exaggerate characteristics to show contrast in attitudes and techniques.

The principal enters; he reads the names of those students eligible for the National Honor Society. Bill Work gives an extemporaneous talk on the history and aims of the society.

The curtain closes.

If desired, rhymes may introduce characters as:

Sleepy Sam's grades are always low
He stays out so late his mind is slow.

or

Freddie Funny Boy doesn't like frowning
He hasn't learned: "Don't over-do clowning."

A torch or candle lighting ceremony completes the assembly.

Education in cap and gown recites as she holds a lighted torch (a large flashlight): "I hold the torch that enlightens the world. I fire the imagination and fan the flame of genius. I give reality to dreams and might to muscle and brains.

"From out of the silent shadows of the past I come, wearing the scars of struggle and the stripes of toil but bearing in triumph the wisdom of all ages. Because of me, Man has conquered earth, air, and sea.

"I am the parent of progress, the creator of culture, and the molder of destiny. Philosophy, science, and art are my handiwork.

"I have become freedom's standard-bearer—the arm of democracy. I am the hope of youth, the pride of adolescence, the joy of age.

"Nations are fortunate and homes are happy that welcome me. The school is my workshop. It is here that I stir ambitions and stimulate ideals. I am the master of human destiny; I am the source of inspiration, and the aid to ambition. I am the world's greatest power."

When Education finishes, Good Citizenship, Service, Scholarship, Leadership, and Character give speeches similar to that of Education.

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The symbol of the National Honor Society is a torch burning from a metal stand. Each new member may throw in a few grains of salt, a compound of copper sulphate, and magnesium. Lights, music, and ceremony inspire the students to strive for membership in the National Honor Society.

Available Materials for January Assemblies

Ideas for the career assembly are available in Life Adjustment Booklets published by Science Research Associates, 57 W. Grand Avenue, Chicago 10, Illinois. The booklets are entitled: **What Employers Want, Choosing Your Career, Your Personality and Your Job.**

The cost is three for \$1.00. They are enjoyable reading material especially for high school students.

Choral Speaking Arrangements by Louise Abney may be obtained from Expression Company, Boston, Massachusetts.

Fun with Chalk by Tarbell may be ordered from T. S. Denison Company Publishers, Chicago, Illinois.

Folk dances are published by the National Recreation Association, 315 Fourth Avenue, New York 10, N.Y.

Scotch songs are included in **One Hundred and One Best Songs** published by Cable Company, 330 South Wells, Chicago, Illinois.

What You Need

MODEL OIL FIELD PROJECT

A new kind of "learn-by-doing" educational material to be used in the social studies activity program of the 5th, 6th and 7th grades. The scale model kit can be assembled into a complete and authentic model of a producing oil field. Included is an illustrated 31-page "Teaching Handbook" and six large pages of drawings which enable any adult to give the necessary instructions for assembling the more than 100 pieces that make up the 1" equals 6' scale model. Used in scouting groups, clubs, and societies as well as in the classroom. Postpaid anywhere in the U.S. for \$3.95. (Models of Industry, Inc., 2804 Tenth St., Berkeley 2, Calif.)

THE CONTINUOUS TAPE CARTRIDGE is a completely new development in tape recording. By means of a patented helical or "Mobius" twist, the 100 ft. double-coated tape will record and play-back both sides without interruption—thus giving 200 ft. of continuous recording track, sufficient for message up to five minutes in length. It will repeat this message continuously, as many times as desired. Recorded cartridges can be duplicated, or erased and re-recorded as desired. Continuous Tape Cartridges are now being used in shorthand, foreign language, English, and public speaking classes.

School Activities

News Notes and Comments

CAREER CONFERENCES

Some student councils promote each spring, with the help of the faculty, a career conference, often inviting students from neighboring schools to participate in it. This is a most worthy project.

Among other things, such a conference should, (1) stress the fact that the student will face the stiffest competition the world has ever seen, and that only with the highest in qualifications—character, personality, ambition, skill, etc., will he be able to meet this competition; (2) emphasize the extreme importance of competent information about himself and occupations, and discourage his indiscriminating acceptance of parental, and other, high pressurings that are based upon family traditions, property, personal desires, etc., and (3) definitely provide the proper contacts with the sources of this competency.

AMERICA IS ON THE RECEIVING END

Forty-five libraries in Europe, Asia, Africa, and America profited from 337 works on education and social sciences offered by the British Book Center under the UNESCO Libraries Division plan. One hundred and seventy-nine works on history and literature went from the Austrian National Library to Japan, France, Czechoslovakia, and India. The Virginia Polytechnic Institute recently made 134 scientific publications available to 46 libraries in Burma, China, Poland, Sweden, and Turkey.—Minn. Journal of Education

GIVE STUDENTS RESPONSIBILITY

Ask pairs of students to be responsible for answering the classroom telephone, distribution of supplies, paper, and other items, room ventilation and lighting, alphabetizing of cards and lists, room attendance, and other routine duties. This gives students experience in responsibility for the conduct of the class and will relieve you of certain details so that you will have more time for teaching. At first, you may need to show the students just what they are to do, but after they learn their responsibilities, you and they will be greatly pleased with the results. Rotate the classroom jobs.—Hardy Finch, Scholastic Teacher

TEACHER'S PET

No matter how special jobs are given out, there are always disgruntled remarks about favoritism. To get around this situation, I ap-

point a "teacher's pet" every day. Every pupil gets his day in the sun in turn. Each day "teacher's pet" gets some special privileges plus all the things that may turn up during the day, such as errands, etc. The children love the idea, particularly when the current "bad boy" is chosen. If I forget to appoint "teacher's pet" for the next day I am always reminded by the children.—Thomas F. Banakan, Fairfield, Conn.; Clearing House

PERFORMING FOR THE PUBLIC

Both in elementary and secondary schools, music, drama, and speech activities develop many strong community relations. Nearly every fairly large high school can report band participation in school and community events, several dramatic productions each year, orchestra performance at plays and commencement, an operetta, and one or more public speaking contests (the winners of which often appear before various civic clubs). Vocal music groups are frequent performers.

Merely appearing before the public does not insure that such groups are assisting community relations. Quality is important. Putting an inferior product on exhibition is a poor way to gain public approval.—"It Starts in the Classroom"

STUDENTS FROM FOREIGN LANDS

More than 30,000 students from 126 countries are now attending American colleges and universities. Foreign students are enrolled in 1,354 institutions of higher learning in all of the forty-eight states. The largest number is from Asia and the Near East.—Saturday Review

WANT TO CORRESPOND WITH A FOREIGN COUNTRY?

Foreign children are anxious to make friends and learn about America. And evidently American children are just as eager to learn about their foreign brothers, for nearly 1700 Minnesota children have been supplied with Pen Pals through the Children's Plea for Peace, World Affairs Center.

Teachers who are interested in becoming a part of the program and providing their classes with correspondents in other countries may do so without charge. They are requested to indicate the number of boys and girls and their ages.

Packets of free material and additional information may be secured through the World

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Four sponsors mean a better yearbook for the Logansport, Indiana, High School. A publication committee made up of an English teacher, a commercial teacher, an art teacher, and printing teacher divides yearbook responsibility four ways.

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TRAVELING BOOKS

The little boats that regularly come to coastal villages in southeast Alaska are carrying a new cargo these days. Alongside stores of food and clothing lie book packages from Alaska's first traveling library. But readers in isolated inland villages are not going to be slighted. They will soon get books by plane and dog team.—National Parent-Teacher

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How We Do It

HOW OUR SCHOOL SOLVED HOOKEY-PLAYING PROBLEM

One of the greatest problems of the modern secondary school is that of attendance. Simpson Junior High, Mansfield, Ohio, seems to have hit on a pretty good solution to the problem of students "skipping" school.

In 1941, when Simpson was started, it was thought that if an appealing enough incentive was offered for not being absent, the "hookey-playing" student might think it was better to stay in school rather than to "skip". After much thought and discussion, it was decided to offer "Perfect Attendance Cards" to students who were neither absent nor tardy during the six-weeks' grading period. These cards, when presented to the homeroom teacher, were to entitle the holder to one-half day when he did not have to come to school.

This idea, when put into use, proved to be very effective, for think how much fun students have using their Perfect Attendance Cards! Since then, the problem of student "skipping" has been solved satisfactorily.

Another thing which is done to influence good attendance is to give a prize consisting of a basket of apples or a box of candy to the homeroom that has the largest number of days at the end of each month in which all pupils were neither absent nor tardy. A large chart is kept in the main hall to tabulate the progress of each room. This plan not only encourages students to "get after" the few who are guilty of frequently being absent, but it also encourages teachers to find out why their pupils are absent.

We at Simpson Junior High believe in taking a positive attitude toward problems. The positive approach toward the problem of attendance has produced much better results than having "Sunset" classes after school. Reward for good rather than punishment for wrongs has proved to be highly successful.—Bud Sorenson, John Simpson Junior High School, Mansfield, Ohio.

SPANISH CLUB ACTIVITIES

McKinley High School, Washington, D. C., has had a Spanish Club since 1918. I have been the adviser for the past ten years. During that time we have tried a variety of activities. Programs where the members were able to use their Spanish satisfactorily have always proved the most popular. "Spanish" by the standards of

the teacher and by those of the student may be different. You should not be shocked, but try to correct the Club's Spanish so long as it "gets across."

Each meeting, held on alternate Wednesdays, begins with "opening exercises." Here the more timid can have a chance. The president (he has not often been the best Spanish student) calls the meeting to order with "se abre la sesion." The members read from mimeographed papers distributed at each meeting the Lord's Prayer and the Oath of Allegiance to the Flag. Soon many know them from memory. "La secretaria (why is she always a girl?) leera el acta" as the president says. The minutes are written in Spanish. The "la secretaris pas? ara la lista" again the words of the president. If there is any business that follows, then any entertainment planned, we sing "America" from the mimeographed sheet, and so to "se levanta la sesion." We do not use Spanish throughout the meetings. Business, for example, is discussed in English.

For entertainment we have found that *bona fide* Latin Americans are the greatest drawing card. Our location in Washington makes it easier for us to secure Latin visitors than would regularly be the case. Previous to the meeting, the students are told who is coming, the country of origin, and the topic of the talk.

The visitor is asked to talk briefly and permit questions. For practice, I sometimes have my classes prepare questions as an exercise. The members are thrilled when the "real" Spanish-speaking person understands and answers in Spanish.

Singing sessions have not generally proved popular. However, that depends on the membership. One year, we had a group that liked to sing and a girl who was able to direct. We bought enough copies of "Cantmos" to go around. We also used mimeographed copies of songs. "Cantmos" may be ordered from Emerson Books, 251 W. 19th St., New York, N. Y., for 15 cents.

I make use of my classes and those of other teachers in the building in preparing such entertainment as plays, speeches, etc. Whenever a class studies a play, or a story that can be dramatized, the best performers in the class are requested to repeat it for the club.

Parties are given once a year. At Christmas, we have a pinata. The container depends upon the ingenuity of the members. In May or June,

we have a picnic. Once we went to the zoo and had a "scavenger hunt" to see who could come back with the names and descriptions of the greatest number of Latin American animals. One year when a Filipino girl was a member she prepared a native dish of the Philippines and we served a buffet meal—at 4:00 p.m.!

Thirty to forty minutes have proved a satisfactory length for our programs.—Mrs. Carolyn West, Adviser, Spanish Club, McKinley High School, Washington 2, D. C.

CHANGE OF TOWN OFFICES DAY

"Change of the Town Offices" is a program sponsored by the P. A. D. classes of Pompton Lakes High School. The purpose of this program is to give to the students, in a realistic and practical manner, an idea of political and civic responsibilities.

The program originates three weeks before the date set by the local Town Council. The students organize themselves into political parties. Campaign methods are taught in class and are carried over into actual campaigning by the students. The campaigning usually is done by posters, speeches, and personal contacts.

The public address system of the school is placed at the disposal of the parties. Party songs are written; speeches are made; slogans are presented.

The students meet at night, weeks in advance, and plan their campaign carefully. Long hours and hard work result in, and culminate in, an assembly program on the day of the election.

Both parties prepare a program comparable to that of the national convention of our political parties. Each party is introduced to the student body; then, candidates make speeches to convince their constituents of abilities for the positions they seek. Party platforms are presented which deal with matters that concern the general wishes and desires of the student body.

After the assembly program, the entire student body, faculty, and administration vote. The

gymnasium is set up as a polling station. Portable booths are borrowed from the town; students make up the election board, and there are party watchers from each party.

By the end of the day, the election is over and the votes counted. Results are broadcast to the entire school.

There were two political parties in the last year's Change of Town Offices—the Independent Party and the 53's.

PLATFORMS

53's

1. Soap for Girls' Room.
2. Fence around outdoor basketball court.
3. Bleachers for the field.
4. New scoreboard for the field.
5. New scoreboard for the gym.
6. Glass backboards in the gym.
7. Field house at Hershfield Park.
8. Girls basketball league.
9. Baseball on Saturdays.
10. Letters for the Jay-Vees.
11. Portable bleachers for the gym.
12. Costume room.
13. Soundproof the gym.
14. Cinder track.
15. Trophy case.
16. Paint tower.

Independent

1. Wire screens around basketball courts.
2. Air-wick in girls, boys, and teachers rooms.
3. Loud speakers in the locker rooms.
4. Advancement Day . . . 1951-1952 . . . one day.
5. Portable ceiling for the gym.
6. Trophy for noontime basketball.
7. Student council office.
8. Fountain in the gym.
9. More leg room on the Wayne buses.
10. Backstop for softball.
11. Soundproof the gym.
12. Cheerleaders' uniforms.
13. Extra credit as stated on report cards.
14. Specified test days used.
15. Dual control car.
16. Student parking lot.
17. Establish a wrestling team.
18. Parking meters for the main street.
19. New floats and repairs for the parks.
20. Parking on one side of street in front of school.
21. Construction of exit to Municipal Parking lot.

The successful candidates meet and are given instructions for the represented jobs. The Town Council is broken down into its departments; each council member is put in charge of one department and is made responsible for all sug-



gestions and problems of his department. The Town Council has a preliminary meeting with the Borough Clerk, and he instructs the members as to the procedure used in the council meetings. The Junior Town Council is then taken to lunch by the Senior Council.

In the afternoon, the Junior Town Council holds a council meeting. Members of the P. A. D. classes are brought to the Municipal Building to observe.

In the evening, the Senior and Junior Town Council meet. The Senior Council conducts its business along with that of the Junior Council. Each Junior Council member sits with the Senior Council member who is that committee member in charge of the district to which the junior member has been assigned.

The Junior members of the Board of Education meet with the Senior Board of Education members and conduct a meeting, where, as in the Town Council, the Junior Members are responsible for a given department and work in close co-ordination with the senior members.

Students who run for fire chief, police chief, and borough nurse report to these positions and assume these duties for the day. The student fire chief actually has conducted a rehearsal for the community volunteer firemen. His duties keep him from 8:00 a.m. to 10:30 p.m. During this time, he is in complete charge, with supervision of the local fire department.

The student police chief goes to the scene of accidents, supervises the department, regulates traffic, etc. The borough nurse goes over local health reports, makes recommendations, attends to patients for minor first aid.

During the day of the Change of the Town Offices, students always take over the school. They teach the classes; they become the principal, school clerk, school nurse, registrar, deans, coaches, etc. They carry on the duties of the administration even to the extent of conducting fire drills. The student deans conduct student conferences, give detention, discipline the wayward of the day. This is accomplished in all seriousness.

Through these experiences, the student gains a valuable insight into the machinations of school

organization and function; he becomes better acquainted with the problems with which the faculty has to cope. Through this, he understands better the teacher's position in regard to discipline to rules and regulations, and to the complexity of instructing the student body.—Donald H. Yott, Social Studies Instructor, High School, Pompton Lakes, New Jersey.

SOME STUDENT COUNCIL ACTIVITIES

For training in good citizenship, for service to the school, and for improvement of the school, the DeMotte High School Student Council is a very active group.

The problem of financing its activities was solved largely by sponsoring the sale of candy and cokes thru vending machines. Since students were buying candy and cokes off the campus anyway, it was decided to keep them on the school premises and use any profits for student council activities. Also, since a large number of rural students bring their lunches to school, the council undertook the sale of milk at noon, for this was what the student and parents desired and incidentally, what the council wanted to encourage. Milk has been sold at cost or slightly below cost.

The council has provided the student body with entertainment as a service. Some noon time movies and several feature movies were shown during the year. Special programs on special days, such as an Arbor Day program with a tree planting ceremony, had more than entertainment value. Several student talent shows, with prizes for the winners, were arranged and enthusiastically supported by the students. Many participated.

The council arranged a schedule of intramural basketball games played during the noon hour. Tennis was encouraged as soon as weather permitted the use of outside courts.

The council has charge of assembly programs, particularly such as the annual clean-up week program in which such other organizations as the dramatics club participate. It has booked several outside talent assembly programs such as puppet shows and science demonstrations. It has general charge of arranging school parties and cheerleader tryouts and elections. Since the council has charge of making awards for non-athletic activities it conducts an annual award day program the last week of school.

This student council tries to keep alert to school problems and is ever looking toward school improvement, whether it be landscaping

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the grounds and keeping them clean or emphasizing good housekeeping in classrooms and study hall. Greater respect for public property, finer co-operation, more friendly feelings, and a better school spirit are evident from the council's activity. It tries to make itself vital to the life of the school.—Joyce Ann Jabaay, DeMotte High School, DeMotte, Indiana.

CLASS ACTIVITIES— NO TEXTBOOK

Altho this was a new course in the school offered in place of Senior English it still had a traditional name: **Speech and Journalism**. The course was conducted, however, on the basis of student interest and activities. There were no textbooks, no assigned daily lessons to read, but there were references which the students could consult and did quite freely, as they were interested. There were daily activities. And two teachers were assigned to conduct the course, dividing the time according to interest and experience. The students decided the activities in which they wished to participate.

The first six weeks the students studied dramatics. Pantomime was the first activity. Then they got acquainted with the stage and gave readings and a play. Then for twelve weeks with the second teacher the choice of activities was debate and panel discussions. None had enjoyed any experience in these. Topics were selected and panels organized immediately. Students were learning by doing. Short debates were held on several topics and finally on the national high school debate subject. Movies on speech (debate, discussion, gesture, etc.) were seen and discussed. The Purdue University High School Debate Conference was attended and eventually the students participated in a debate tournament for inexperienced debaters. Good speech habits were emphasized thru all these activities. Speech activity was climaxed by giving a panel discussion before the local P.-T.A. on "Freedom Thru Legislation." This was a high performance and in the opinion of the participants it was much more educative than any amount of formal textbook reading on the subjects of freedom or speech.

During the second semester this class studied journalism for twelve weeks. The activity at that time was writing articles for the school paper, and for a special April Fool's Day edition of their own. Newspapers, headlines, editorials, etc., became the materials of the classroom for activity and discussion. A trip to Donnelly Press and Tribune Tower, Chicago, acquainted them with printing problems and procedures. The activity of trips proved very educative.

For the last six weeks of the second semester, creative writing was studied by immediate attempts to do such writing. Again the students made choices as to types of writing on which they wished to spend most of their time. Poems, short stories, essays, editorials, autobiographies, and feature articles were tried. Many of these were rewritten, sometimes not by the same student. No textbooks, but students were learning by doing. Interest and activity were the features of this course.—Barbara Jeanne Bennema, De Motte High School, DeMotte, Indiana.

Comedy Cues

Lazy Bones

Teacher: Johnny, who is the laziest person in the class?

Johnny: I don't know, ma'am.

Teacher: Who sits idly in his seat, watching the others writing and studying their lessons instead of working himself?

Johnny: Oh! Why, you, ma'am.—Ex.

Already Bitten

The mother was briefing her young daughter, who was about to return a little friend's call.

"If they ask you to stay for dinner," she instructed, "say, 'No thank you, I have already dined.'"

But during the visit, the friend's father said, "Come along, my dear, and have a bite with us."

"No thank you," the youngster replied. "I have already bitten."—Ex.




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